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ABSTRACT

The role of community education is to provide educational, recreational, cultural, and other related community services in accordance with the needs, interests, and concerns of the public. Cooperation between community schools and community colleges in community education efforts should result in less duplication of effort, expanded use of facilities, better use of tax dollars, improved instruction, expanded programs, and better services. The community college's role in this cooperative effort is: (1) to support and encourage the community school; (2) to work closely with the coordinators in the various communities and offer assistance to them; (3) to offer college classes in the local school districts where there are no community schools; (4) to help coordinate a needs assessment in a community where there is no community school program; (5) to set up a curriculum for training community school coordinators or directors; and (6) to offer counseling facilities to high schools and the community at large. During the 1974-75 academic year, Clackamas Community College (Oregon) found such a cooperative program economically and educationally sound. The 1973 program proposal is appended, along with a statement of policies and procedures which should be of use as a prototype for the implementation of similar programs. (Author/NHM)

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"A New Role for Community Education in the Community College through Cooperation with Community Schools"

Marvin W. Weiss

Before we can discuss what the role of Community Education is, we ought to define Community Education. This term has been bantered about in the past several years by community school personnel and recently by community college people. At one time the term, Adult or Continuing Education, seemed to be what most educators were using; however, Community Education has a broader meaning and is much more inclusive than the Continuing or Adult Education concept.

One basic objective of Community Education at Clackamas Community College is to extend class and activity offerings as close to the consumer as possible. The administration and the Board of Education have the philosophy that Community Education should include all ages of people, not just "adults." We believe that wherever there is a need within our college district, it behooves us to attempt to meet that need with whatever resources the college has at its disposal. Community Education involves many facets of our community. It would be trite to say it involves people from age one to 100; however, we do not have age restrictions, either minimum or maximum, for people who want to take Community Education classes. One of the few restrictions we do have is the minimum class enrollment. In order to make this a self-supporting program, we must have at least 12 people enrolled in each college class. However, there is no minimum class size for community school classes.

How then can the people who need and want this type of education receive help? One thing Clackamas is doing, is to take the college to the community. There are approximately 150,000 people living in our college district within an area of approximately 1,400 square miles. During the winter term, for

example, we offered classes and other activities in 40 different locations. Some of the facilities used were school buildings, churches, grange halls, retirement centers, private homes, art studios, or any kind of building where space was available in the community. In addition, we offered a number of classes in Community Education on our own campus. We constantly promote the Community Education concept through the media by telling people that if they would like to see a class offered, they should call our Community Education office and we will try to find a teacher who will teach the class at a location near where people want it.

How can one achieve a program of cooperation with other agencies in the college district? In our college, for example, there are three (3) community schools now operating with four (4) more opening their doors on July 1, 1974. This means that seven of the ten local school districts will be a part of our cooperative program.

In a recent five state study which I completed, there was much agreement that cooperation between community colleges and community schools was necessary. In fact, 91 percent of the respondents to the survey indicated that a program of cooperation was not only feasible, but highly desirable. We found in the past 18 months at Clackamas that a cooperative program is economically and educationally sound. Obviously, to have this program work effectively it means that the community college personnel and the community school personnel must not allow "empire building" to take place.

Another question that has often been asked is, who should be responsible for financing the Community Education program at the local level? Most people might say the community schools or the local school districts ought to finance it. We, at Clackamas Community College, feel differently, and our philosophy is that both the community school and the community college should have the responsibility for financing the program of Community

Education. Why is that necessary? Basically, the local community school directors will want to work more closely with our staff and will ask for more college credit classes and other activities when there is a cooperative financial arrangement. Since we pay a part of their salary, they consider themselves a "part of our team."

Who should be responsible for supervising the instruction program? At Clackamas we believe that the Director of Community Education has those responsibilities in the areas where there are no community school programs. Where the local districts have community schools, the Director of Community Education works most closely with the community school directors in supervising the instructional program. Any college credit classes that are held in the community schools still are supervised by the local director; however, if problems arise, the local coordinators contact the Director of Community Education at the college and he works with the instructors who teach those college credit classes. Our director is out in the community four nights a week and is expected to be available for the local coordinators.

We believe that if the role of the community college and the role of the community school is understood and accepted, then the question who should have the responsibility for financing and supervising the Community Education programs can be answered in a workable and meaningful manner.

What then is the plan that the community college at Clackamas has for the cooperation and coordination with local schools? First, the administration and Board of Education at Clackamas Community College agree that the role of the college is: (1) to provide administrative personnel who become consultants to community schools and to community leaders in starting community schools, (2) to become a catalyst for promoting, explaining, and expanding Community Education and the community school concept, (3) to act as a resource to local school districts in

organizing support for the community school concept, and (4) to work on a supervisory and/or colleague relationship with the local community school directors or coordinators. In carrying out that role, the administration has developed a plan acceptable to local school districts whereby the college pays from one-fourth to one-half of the salary of each director or coordinator in the community schools. By paying part of the salary of this local coordinator, the college DOES NOT PAY RENT for facilities in those school districts and the result is a greater use of classrooms by the local populace. Community college personnel work closely with the local coordinators, yet our objectives are to allow the local school districts maximum freedom in planning and executing their own Community Education programs. The college offers its services by providing classroom instruction and supervision for college sponsored classes--both credit and non-credit. The community schools have the flexibility to offer many kinds of activities and classes taught by volunteers. All of the community schools in our college district utilize volunteer instructors. This keeps the costs down, as there is a very small fee for activities and classes. In that way, the many needs and wants of that community can be met.

What duties does the local community school director have? He is responsible for the registration of students, for preparing class schedules under the direction of the Community Education Director, for room assignments of all classes, and for teacher recruitment, whenever possible, in the buildings to which he is assigned. In order to get the job done, these local coordinators or directors have the opportunity, and are encouraged, to use whatever college resources that are available.

We are now encouraging all of our departments--college transfer, occupational, counseling, and community education to lend support to the local school coordinators, whenever they ask for help.

The Community Education area of the community college and of the community schools have separate roles; however, they do complement each other. I offer the following suggestions as we see the role of Community Education in a community college:

1. Offer college courses, both credit and non-credit, to all who can benefit from them.
2. Offer courses and activities which are not part of the community school programs.
3. Offer a wide range of occupational and lower division transfer credit courses in addition to adult/community education courses.
4. Assign staff members as consultants or facilitators to community schools.
5. Offer services to community schools even when the community college personnel are not specifically asked by community school administrators.
6. Have tuition and fees which are different from community school fees. (Since the community schools use volunteers, their costs are much lower.)
7. Be responsible for community education in the college district where there are no community school programs.
8. Develop training programs for para-professionals, community school directors, coordinators and other related personnel.

A suggested role for the community schools in this cooperative program is:

1. Offer courses appropriate to their local community only.
2. Offer programs different from community colleges when the community schools are in locations separate from the community college.

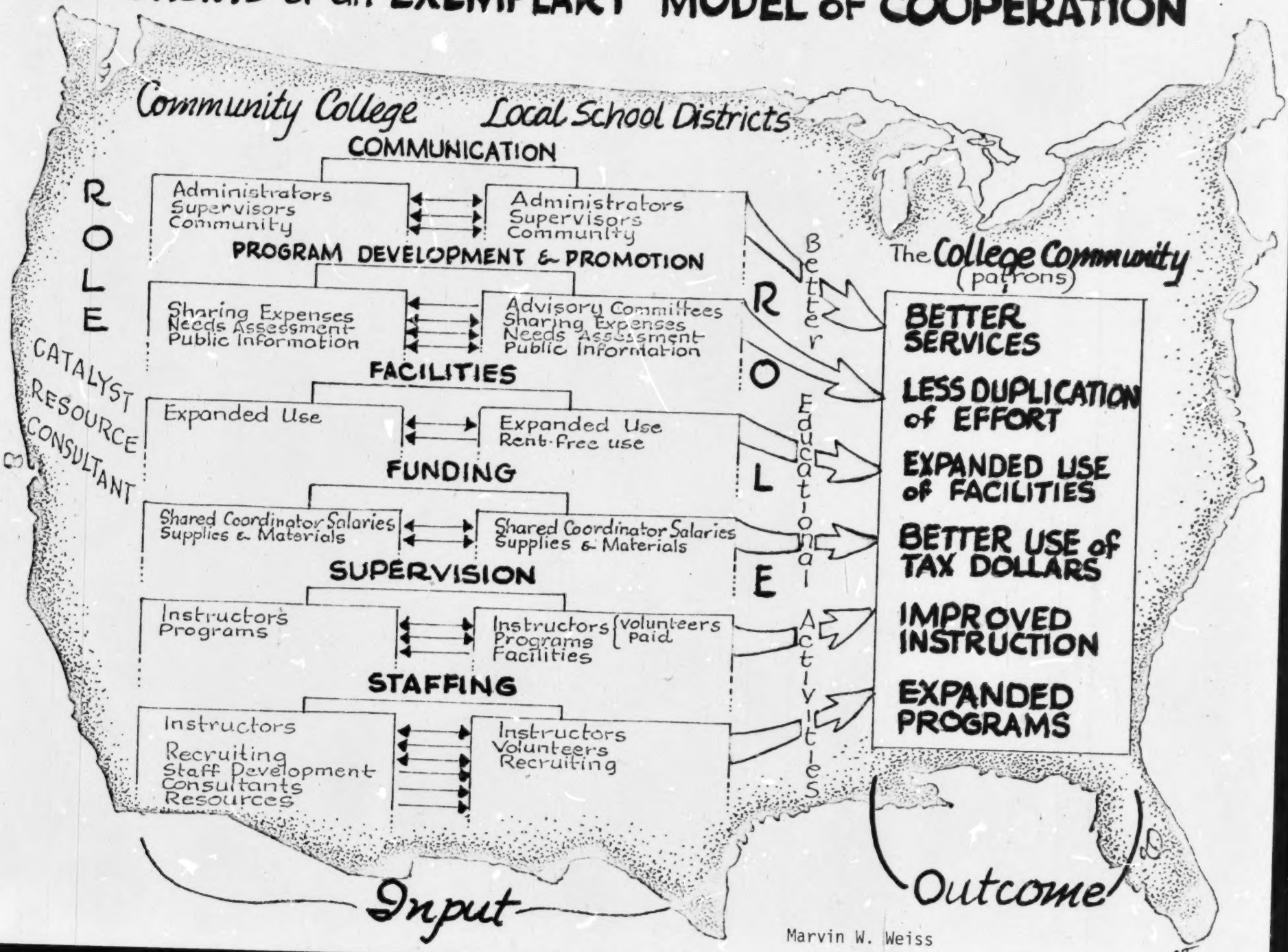
3. Offer courses and programs which are flexible in length, in starting dates, and in class hours taught.
4. Utilize volunteer and non-volunteer instructors regardless of whether or not they are certified. (Only if we ask for reimbursement, do we certify the community school instructors.)
5. Allow people from other communities to participate in local community school programs and activities only when there is available space.

In summary, the basic objectives of Community Education as we view it are: (1) to support and encourage the community school and its concept, (2) to work closely with the coordinators in the various communities and offer assistance to them whenever possible, (3) to offer college classes in the local school districts where there are no community school programs, (4) to train para-professionals who can work in these community schools or in other areas of the college district, (5) to help coordinate a needs assessment in a community where there is no community school program to find out of the needs and desires of the community, and then, (6) to set up a curriculum for training community school coordinators or directors.

In addition, the college has its counseling staff go to the various high schools where they visit students regularly. Counselors also are available to any persons who need help whether or not they are enrolled in classes. By offering this broad scope of educational services, we feel that we can reach out to those people who need and want Community Education. We continually strive to inform the people, find out their real needs and wants, interest them in something, and then involve them.

MWW:car
4/9/74

COMPONENTS of an EXEMPLARY MODEL of COOPERATION



Marvin W. Weiss

CLACKAMAS COMMUNITY COLLEGE
COMMUNITY EDUCATION

M E M O

May 21, 1974

TO: Dr. John Hakanson

FROM: Dr. Marv Weiss and Bob Ellis

SUBJECT: Recommended Changes in Community Education Program with North Clackamas School District #12

A Proposal (see attached) was submitted to the Clackamas Community College Board, Dated October 30, 1973, concerning a joint Community Education and North Clackamas School District #12 Community School Program.

Subsequent administrative review of the Community School Program has yielded the following recommended modifications of the October 30, 1973 Proposal.

1. Clackamas Community College contribute one-half (½) salary to a full-time Community Education Executive Secretary in the North Clackamas School District #12. Assignment shall be 240 days. In addition, the Community College and North Clackamas School District #12 shall fund, share-for-share, part-time Community Education Aides in designated buildings.
   *Both Clackamas Community College and North Clackamas School District #12 have budgeted $20,000 each for the 1974-75 Program. Obligations under this agreement shall be construed to not exceed the budgeted amount.

2. The North Clackamas School District #12 Community Education Program be cooperatively administered by designated North Clackamas School District and Clackamas Community College staff. The Executive Secretary and the part-time Community Education Aides be responsible for the Program and report to North Clackamas School District #12 administrative officials.

3. First recruits to teaching assignments be North Clackamas School District #12 staff. (Exceptions would be Clackamas Community College staff when the class offered is part of their full-time instruction assignment.) Second recruits be Clackamas Community College staff. Third recruits be from the community at large.

4. Any Adult Education Program or class using North Clackamas School District materials or supplies be assessed student lab fees and all such fees go to North Clackamas School District #12.

5. Courses offered be open to all comers with preference given to North Clackamas School District patrons. Reciprocity in enrollment apply between North Clackamas School District #12 and neighboring districts.

6. Matters pertaining to Community Education shall be under the review of the building appointed advisory committee.

7. Clackamas Community College will provide an orientation session for building principals participating in Community Education programs. The College will also provide orientation and in-service sessions for the Community Education Aides and Executive Secretary at selected times throughout the year.

MW,BH:elb
attachment

ATTACHMENT October 30, 1973

1974-75 SCHOOL YEAR

It has been the hope of North Clackamas School District #12 to expand its Community School Program beyond only a few schools to an entire attendance area and even eventually, to each attendance area of the district.

Inasmuch as the goals of the Community School Program are entirely compatible with Adult Education goals and inasmuch as Clackamas Community College and North Clackamas School District #12 therein have a commonly-shared interest, it is here proposed that:

1. Clackamas Community College contribute one-half (½) salary to a full-time Community Education Coordinator in each of the North Clackamas School District #12 high school attendance areas (i.e., 3 x .5 F.T.E. = 1.5 F.T.E.). Coordinators hold a minimum of a Bachelors Degree, and have training in community education and/or education. Assignments shall be 240 days.

2. The North Clackamas School District #12 Community Education Program be cooperatively administered by designated North Clackamas School District and Clackamas Community College staff. The three Community Education Directors be responsible for the program and report to North Clackamas School District #12 administrative officials.

3. First recruits to teaching assignments be North Clackamas School District #12 staff. (Exceptions would be Clackamas Community College staff when the class offered is part of their full-time instructional assignment.) Second recruits be Clackamas Community College staff. Third recruits be from the community at large.

4. Any Adult Education Program or class using North Clackamas School District materials or supplies be assessed student lab fees and all such fees go to North Clackamas School District #12.

5. Courses offered be open to all comers with preference given to North Clackamas School District Patrons. Reciprocity in enrollment apply between North Clackamas School District #12 and neighboring districts.

6. A North Clackamas School District Community Education Advisory Council be formed. It shall be composed of three (3) members, one (1) from each of the Elected Advisory Committees.

The Community Education Advisory Council be served by an Executive Secretary appointed by the North Clackamas School District #12 superintendent from N.C. #12 staff.

The Council have the assistance and consultation of North Clackamas School District #12 and Clackamas Community College staff.

POLICIES AND PROCEDURES
of the
WEST LINN COMMUNITY EDUCATION PROGRAM

Effective July 1975

Sponsored by

City of West Linn

Clackamas Community College

West Linn School District

WEST LINN COMMUNITY EDUCATION PROGRAM

Definition

The West Linn Community Education Program means a program to provide educational, recreational, cultural and other related community services for the community in accordance with the needs, interests and concerns of its citizens.

Basic Concept

Community education is a dynamic approach to individual and community improvement. It stresses improved school-community relationships, interagency cooperation and coordination, broad-based citizen involvement and greater utilization of local resources, including school facilities.

Essentially, community education is based on the premise that local resources can be harnessed to solve most community problems and that the public school system should be central to any such effort. This is not to imply that public schools can or will resolve all community concerns but rather that they can serve as a focal point for communities to resolve their own concerns. Thus, community concerns become educational concerns in which the schools must become actively involved. This broad philosophy is operationalized through the community school concept.

The community education concept calls for an expansion in the role of the traditional school. From a formal learning center for children and youth operating 6-8 hours a day, each school evolves into a "Community Education Center" providing self-improvement opportunities for all segments of the population on a 16-18 hour per day schedule all year long.

A community education program provides a wide range of educational, social, recreational, cultural and community problem-solving opportunities without restriction as to clientele to be served, facilities to be used or time of the day. Schools do belong to people and they represent the largest single investment of the

tax dollar in most communities. In addition, they have a tremendous potential to serve their patrons in many ways beyond their important and legally prescribed function of providing formal education for children and youth.

Purpose of Community Education Program

To mobilize the human and institutional resources of a community in such a fashion that:

a) Senseless and costly duplication is avoided.

b) People of all classes and creeds are given the necessary encouragement and opportunity to help themselves to a better life.

c) Local institutions--schools, government, business, cities, colleges--become genuinely responsible to human needs and wants.

Focus in the School

While the major thrust of a community education program is that it be developed by and designed to meet the needs of people of all ages living in that community, it is usually the case that the activities find a focus in the school that serves that community. The school is one of the resources available to the community to be used in the development of the program; it is not the only one.

The school, however, is usually the only public building that is available in every community, and it is thus the logical facility around which programs are built. It is the familiar place to most boys and girls living in the area, and it is identified by parents and the public generally as being "their school".

Goals and Objectives

The goal of the West Linn Community Education Program is to develop a diverse and comprehensive program to meet the recreation, continuing education, and cultural needs of local residents by identifying and coordinating the resources of the community.

The following objectives lead to accomplishment of this goal:

1. The Increase use of school facilities.
2. Increase use of city facilities.
3. Increase involvement of local citizens in their schools.
4. Discover wants and needs of the community and design programs to meet these.
5. Maximize use of special skills and talents of local residents in a volunteer capacity.
6. Provide year round program with involvement and activities for children, youth and adults.
7. Strengthen communications among residents within the community.
8. Improve communications between agencies serving the community.
9. Facilitate delivery of available social services.
10. Develop special programs: i.e., pre-schools, handicapped, senior citizens, single parent, etc.
11. Supplement established school curriculum by making community resources available.

Partnership by West Linn School District, Clackamas Community College and the City of West Linn

The Community Education Program is supported in concept and by dedicated funds by the West Linn School District, Clackamas Community College, and the City of West Linn. These three agencies are committed to the Community Education Program and to working together to achieve the goals and objectives.

Entire Community Served

The West Linn Community Education Program is to be school district-wide for all the citizens in the geographical boundaries of the district. No one area or segment of the population will be ignored. Public involvement and participation will be

solicited from among the entire school district.

Community Education Board

A Five member Community Education Board is established to be composed of two representatives of the City of West Linn, two representatives of the West Linn School District, and one representative of Clackamas Community College.

The Community Education Board shall be responsible for providing direction and general policies of the Community Education Program.

The initial membership of the Community Education Board shall be:

Mayor Alan Brickley	representing the City of West Linn
_____	representing the City of West Linn
Dr. John Stuckey	representing the West Linn School District
_____	representing the West Linn School District
Mr. Robert Ellis	representing Clackamas Community College

Community Education Coordinator

To initiate, promote and coordinate the Community Education Program, a position of "Community Education Coordinator" is established.

Initial Contract of Coordinator

The Community Education Coordinator will be employed by the West Linn School District Board of Education. The Community Education Board shall screen applications, conduct interviews and recommend to the School Board an individual to be the Community Education Coordinator.

The initial contract shall be as follows:

1. The salary shall be recommended by the Community Education Board and determined by the School Board.

2. The initial one year contract shall terminate June 30, 1976 and shall be for 240 days. Holidays shall be Labor Day (1), Veteran's Day (1), Thanksgiving (2), Christmas (3), Memorial Day (1), and Independence Day (1). The date of vacation shall be approved by the Superintendent of Schools.

3. Fringe benefits: (1) full individual Medical and Dental insurance; (2) ten days sick leave; (3) three days emergency leave; (4) mileage reimbursement for use of private auto for approved job related travel at the rate of 14¢ per mile in district and 12¢ per mile out-of-district.

4. Coordinator shall be classified as a District Administrator and shall not be a member of the certified or classified bargaining unit.

Office and Supplies

The Coordinator will be provided an office and necessary equipment and supplies by the School District. He shall not have a personal secretary, however, secretarial assistance will be provided from among the existing secretaries.

Operational Procedures

The Community Education Coordinator will have to work closely with the staffs of the three sponsoring agencies as well as with the public at large to achieve the goals and objectives of the Program.

However, to avoid conflicting directives and untenable situations, the Coordinator is responsible only to the Superintendent of Schools or his designated representative.

Initial Tasks of Community Education Coordinator

1. Beginning Summer 1975, develop a Community Education Program within the geographical boundaries of the West Linn School District.

2. Beginning September 1975 implement those Park and Recreation Activities developed by the City Park and Recreation Board and approved by the City Council.

3. Beginning Fall Term 1975, coordinate all Clackamas Community College education courses which are located in the West Linn Schools. Individual previously paid to do this task will no longer have this responsibility.

4. Beginning Spring 1976, organize, coordinate and supervise City of West Linn Summer Recreation Program. City Recreation Director position eliminated after the summer of 1975.

Budget Procedures

1. FY 75-76: The City of West Linn shall forward a check for $6000 payable to the West Linn School District not later than Dec. 31, 1975. The Clackamas Community College shall forward a check for $4000 payable to the West Linn School District not later than Dec. 31, 1975. The West Linn School District contribution will be $5750 plus secretarial assistance, office, and necessary equipment and supplies.

2. FY 76-77: The Community Education Coordinator will prepare a proposed 1976-77 Budget and submit it to the Community Education Board by Dec. 1, 1975. The Community Education Board shall revise the budget deemed appropriate and then submit it to the Superintendent of Schools, City Council, and Clackamas Community College for formal adoption.

3. All expenditures of district funds will be through the normal West Linn School District forms and procedures and will be audited with the annual school district audit. Expenditures of City funds will be as stipulated by the City Administrator.

City Of West Linn Budget

The City of West Linn Park and Recreation Department General Fund for the 1975-76 fiscal year contains several entries. For the 1975 City Summer Recreation Program, the Coordinator shall not have responsibility for these funds or Program. However, any funds remaining in the 1975-76 Park and Recreation Department shall be the responsibility of the Coordinator with forms and procedures for disbursement developed by the City Administrator.

School District Budget

The 1975-76 School District Budget has $12,000 in code 1113 and $3,750 in code 1123. The total ($15,750) is for the salary and supplies of the Community Education Coordinator. Of this amount, $6000 is from the City and $4000 from Clackamas Community College.

Program Subject to Budget Elections

The Program and budget herein addressed are based on successful budget elections of the three sponsoring agencies.

Attest

The previous pages are adopted as the initial program, policies and procedures of the West Linn Community Education Program.

Signature	Date	Signature	Date	Signature	Date
			9-11-75		9/12/75
C. L. Tunnell, Clerk West Linn School District		Mayor, City of West Linn		President, Clackamas Community College	

Signature	Date

Chairman, West Linn
Board of Education

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